

Other worlds

To infinity and beyond with digital tools in the middle years

by Lizzie Chase
<http://otherworlds.yolasite.com>

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Student tasks

- The *Other worlds* project is aimed at students in Years 5-8 English classes. It includes an ebook, lesson plans and student worksheets at <http://otherworlds.yolasite.com>.
- The project is built around the central idea that reading takes us to other worlds. Students can build worlds of their own in response, by creating multimedia texts.
- Teaching ideas have been written for 12 books.
- A **Tools guide** and **Tool tips** accompany these 12 sets of student tasks.
- These student task for the *Other worlds* project are in **alphabetical order**, by book title. The books include picture books, fiction and non-fiction. The titles of the 12 books are also listed in the **Tools guide**, showing their order of appearance in the **Lessons**. The lessons begin with **picture books** and move to **novels**.
- The **free digital tools** in this project require *Java* and *Adobe Flash Player* to work.

Student tasks

Featured books - Australian focus - Non-fiction and fiction
Picture books and novels - Alphabetical order

1. *100 cupboards* by N.D. Wilson – p.3
2. *Alive in the dead zone* by Lincoln Hall – p.4
3. *Beyond the knock-knock door* by Scott Monk – p.5
4. *Eric & The bird king and other sketches* by Shaun Tan – p.6
5. *Lost worlds* by John Howe – p.7
6. *Mirror* by Jeannie Baker – p.8
7. *Night school* by Isobelle Carmody and Anne Spudvilas – p.9
8. *The spell of undoing* by Paul Collins – p.10
9. *The vampire book* by Sally Regan – p.11
10. *The whisperer* by Fiona McIntosh – p.12
11. *This book is not good for you* by Pseudonymous Bosch – p.13
12. *Toby alone* by Timothee de Fombelle – p.14



100 cupboards by N.D. Wilson

Cupboard worlds



Extension book

1. Read

Read *The 100 cupboards* by N.D. Wilson. 289 pages.
View and discuss the *100 cupboards trilogy book trailer* at

www.youtube.com/watch?v=19DoOGuhUa8

Write a book review about the book at

www.insideadog.com.au

or at www.bookhooks.com



2. Reflect

Point of view task - Setting

Create a simple animation of a new world which you have walked into, using *Flux time* at

www.fluxtime.com

Walking into a new world

Write about the world you saw there and the sensations of surprise, fear, delight etc as you realised you had travelled to another world.

In an instant, I was transported to another world. I saw...



3. Respond

Visual representations of characters

Design a series of faces from “behind the cupboard doors”. Begin to experiment with altered realities, by using the **Apply photo effects** in *BeFunky* at www.befunky.com.

Describe special powers

Create ONE character and write about it. Name the character and the world it is from. Describe that character’s nature and special powers.



Unleash your photo creativity!

Morph Your Portrait Photos!

4. Re-imagine

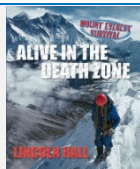
Use the *Kizoa* photo morphing tools at www.kizoa.com/morphing. Your task is to create characters you have encountered by stepping through a doorway into another world.

Characters from another world

Create a slideshow at www.kizoa.com. On slide 1, show and name the other world. Then present a series of characters – remember to include a hero, the hero’s friend, a problem, the hero’s helper, a villain, a villain’s helper, an inhabitant of that world [could be a ruler or a peasant type].

Alive in the death zone by Lincoln Hall

Extreme worlds



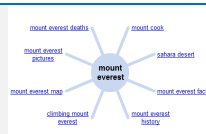
1. Read

Read *Alive in the death zone* by Lincoln Hall. Focus in particular on the events described in Chapters 5, 8 and 9.

Discuss

What are the qualities of a person who is good in a crisis?

How would you wish to behave in an extreme situation?



2. Reflect

Reflect on the impact of Mt Everest on our imaginations.

Web of search terms

After reading *Alive in the death zone*, use *Google Wonder wheel* to discover a web of information about Mount Everest.

Search options

Conduct timeline, image, video and map searches about Mt Everest in *Google*.

timetoast 

3. Respond

Timeline

Create a *timetoast* timeline at www.timetoast.com of the Mt Everest climb in 1984 described in Chapter 5.



4. Re-imagine

Story mapping

Create a *Prezi* presentation at <http://prezi.com> of the stages in the Everest ascent of 2006 described in Chapters 8 and 9.

Your *Prezi* presentation will automatically be public. Delete any practice prezis.

Beyond the knock-knock door by Scott Monk

Riddle worlds



1. Read

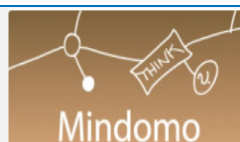
As a class, read *Beyond the knock-knock door* by Scott Monk.

Discuss techniques which build suspense in the book trailer video at

www.youtube.com/watch?v=HELV3ZObfw

Respond to Scott Monk talking about themes in the book at

www.youtube.com/watch?v=IrarOVckbD0&feature=related



2. Reflect

Mind map about two worlds

After reading the book, go to the *Creaza* suite of tools at www.creaza.com. Click on **Tools**, create 2 mind maps using *Mindomo*. In the centre of one, write Pacifico and make notes about the sights that the triplets see there. In the centre of the second one, write Tahoke and list what he shows them about his people, the Thirteen Tribes.



3. Respond

Represent a theme visually

Point of view cartoon task

Using *Cartoonist* in *Creaza* at

www.creaza.com, create a cartoon that expresses the views of one of the major or minor characters in the book.

Re-imagine task:

Glogster EDU is at <http://edu.glogster.com>

NB Do not use www.glogster.com



4. Re-imagine

Point of view journal task

The adventure is over and the triplets are back home again. Create a journal entry in an online poster at *Glogster EDU* - Try to create your *glog* - that shows what Michael OR Sam learned from their time beyond the Knock-knock door [about life, about treachery, about the rich world, about slavery (page 283-4), about cooperating together etc]. Get into character – so you choose images and words that sound just them!

Eric and *The Bird King and other sketches* by S Tan

Imaginary worlds



1. Read

Read *The bird king and other sketches* and *Eric* by Shaun Tan.

Creative processes

Read and discuss the FAQs about Shaun Tan's creative processes at www.shauntan.net

What helps YOU to be creative?



2. Reflect

Point of view portrait task

Create the face of Eric's favourite person, as HE SAW IT. Use *picassohead* at www.picassohead.com/create.html

Write a paragraph from Eric's point of view about his favourite human.



3. Respond

Flame creature

Explore your own creativity. Use *Flame* to create a flame creature at www.escapemotions.com/experiments/flame/index.html#top

Write a paragraph about your *Flame* painting and the impact you wish to make on a viewer.



4. Re-imagine

Imaginary creature

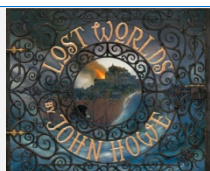
Create your own imaginary creature which will feature in a picture book you will write. Use *Odosketch* at <http://sketch.odopod.com>

Blurb

Write a blurb for your picture book, featuring your imaginary creature. The picture book will be aimed at 10-12 year old readers.

Lost worlds by John Howe

Lost worlds



1. Read

View *Lost worlds: A visit with John Howe* at www.youtube.com/watch?v=IGaxYZX-N3Q

Read *Lost worlds* by John Howe.

Which is your favourite lost world from the book? Why is this so? Persuade others about the significance of this world.



2. Reflect

Visit *A history of the world* at www.bbc.co.uk/ahistoryoftheworld

Discuss

Choose one culture to discuss as a class. What do the clothing, art, science and technology objects which are left behind tell us about the culture and inhabitants of a lost world?



3. Respond

Research a lost world

Choose one ancient civilisation from *Lost worlds* to research. E.g. Pompeii.

Discover the basics about the topic, using *Visuwords* graphical dictionary at www.visuwords.com

Make your own notes to summarise the important information about your topic.

Collect images, maps, sound, videos and web links about your lost world.



4. Re-imagine

Discovery box presentation

Using your notes and the resources you have collected, create a *Discovery box* research presentation at <http://discoverybox.e2bn.org> about your lost world.

Speech

Give a guided tour of your discovery box to your classmates, describing your most significant research findings.

Mirror by Jeannie Baker

Mirror worlds



1. Read

Read *Mirror* by Jeannie Baker.

Which route will we take between Morocco and Australia?

Imagine you have a magic carpet that can fly from Sydney to the Valley of Roses. Use *Google Earth* to plan a route that includes travel over mountains, deserts, rainforests, volcanoes and oceans.

Download *Google Earth* at <http://earth.google.com>.

From *Walker Books Classroom Ideas* at www.walkerbooks.com.au/Teachers/Classroom-Ideas



2. Reflect

Google Earth: Discuss the different terrains

Use *Google Earth* to see the route between the two countries and to visualise the terrain in each place. Discuss similarities and differences between living in the Moroccan Valley of Roses desert and in urban Australia.

Venn diagram: Compare and contrast

In pairs, create a Venn diagram to think through and record ideas about *How are we the same and different?* at <http://classtools.net>.



3. Respond

Email

Send Jeannie Baker a class or personal email via her website at www.jeanniebaker.com, responding to *Mirror* or asking questions.

Book review

Go to the *International Children's Digital Library* at <http://en.childrenslibrary.org>. Click on Read books [top menu]. Choose a picture book and review it.



4. Re-imagine

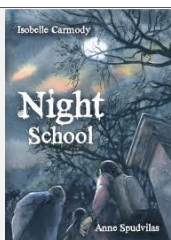
Slideshow presentation

Imagine that you are going to send someone of your own age in the Moroccan desert a presentation of your favourite local places.

Take 7-10 photos and create a *PhotoPeach* presentation at <http://photopeach.com>. When it is made, click on Spiral to share with friends and explain why these places are special to you.

Night school by I Carmody and A Spudvilas

Shadow worlds



1. Read

Read *Night school* by Isobelle Carmody and Anne Spudvilas.

Discuss

In the story, the children face their fears and win the day. Is the man real? Is he a ghost? Why was he in the empty school? Should the children tell their teacher what happened during their night war? What do you do to lift your spirits and make you brave? Does this story have a moral?



2. Reflect

Discuss

What would life be like if it was always sunny? Would you miss the rain? Would you miss the shadows? What would it be like to live in a place where there was endless day and no night time? What is the relationship between light and darkness?

Paint

Use the Angular brush in *Viscosity* at <http://windowseat.ca/viscosity/create.php> to create your own reflection about the relationship between darkness and light.



3. Respond

Abstract landscape

Use *Fluid painter* at www.escapemotions.com/experiments/fluidpainter/index.html to create an abstract landscape which expresses the hope and strength which the students feel at the end of the story.



4. Re-imagine

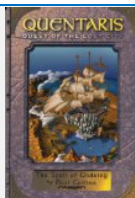
Night school has been about a journey from darkness into light. Stories are often about overcoming obstacles, personal change and journeys towards happiness.

Create a class ebook

Work in groups to create a class *Mixbook* picture book without words at www.mixbook.com for 4-5 year olds about a character who is all alone and ends up with friends.

The spell of undoing by Paul Collins

Floating worlds



1. Read

As a class, read *The spell of undoing* by Paul Collins. It is a fantasy about a medieval world.

View the map of the city of Quentaris at www.quentaris.com/quentaris.htm. How is it typical of cities in the middle ages?

Read and discuss how excitement and suspense are created in the extract from the book at www.quentaris.com/books_spell_undoing.htm



2. Reflect

Hero's journey

In many fantasy stories, there is a hero, a quest object, an enemy, an evil plot, some powerful magic and an unexpected ally. This is the case in *The spell of undoing*.

Reflect on Tab's heroic qualities as the main character of this story.

Create your own hero for a fantasy quest, using the *Character map* in the Literary elements graphic organiser at <http://tiny.cc/rtkkz>



3. Respond

The spell of undoing features the floating city, Quentaris. Unusual settings can have great appeal and intrigue attached to them.

Paint a floating city

Use *Canvastic.net* at http://canvastic.net/ultraprimary/net_up.htm to prepare an image of your own floating city [it can be any object you like].



4. Re-imagine

Gather or create your own images for a *Storyjumper* picture book. The book will have a 10-12 year old audience. It will be called *Let's write a fantasy quest*. This book will be a writing stimulus. It will feature pictures and descriptions of a fantasy hero, quest object, magic, enemy and ally. Also include the first paragraph of your fantasy quest, so that other writers can continue the story, if they wish...

The vampire book by Sally Regan

Vampire worlds



1. Read

As a class, read extracts from *The vampire book* by Sally Regan. Discuss it as a blend of fact and fiction, in its layout and language.

In pairs, read and explore the book.

Discuss together which vampire legends are most interesting to you and why.

Discuss why you believe so many cultures have vampire legends.



2. Reflect

Create a crossword and quiz

In pairs, collect interesting legends from the *Blood demons* and *Fairy folk* sections of the book and create a crossword and quiz to test your classmates' skills at scanning for rapid information retrieval.

Use ReadWriteThink at

www.readwritethink.org/files/resources/interactives/crossword and [ClassTools.net](http://classtools.net/education-games-php/quiz) at <http://classtools.net/education-games-php/quiz>



3. Respond

Point of view cartoon task

Use Bitstrips at

www.bitstrips.com/create/comic to create a 3 frame cartoon which shows the thought bubbles of someone who is secretly a vampire in a modern high school and his/her friends don't know...



4. Re-imagine

Create an animation

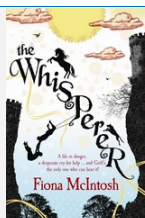
Go to Domo Animate studio at

<http://domo.goanimate.com/studio>, and use *Monsters Mayhem* characters and settings to create a presentation in which a vampire gets across what it's like to be a vampire to an audience of primary school viewers...

NB The vampire in this studio is a male. Use the woman in a red dress as a vampire, too.

The whisperer by Fiona McIntosh

Thought worlds



1. Read

Preview

Browse inside *The whisperer* by Fiona McIntosh at <http://tiny.cc/cu6xu>

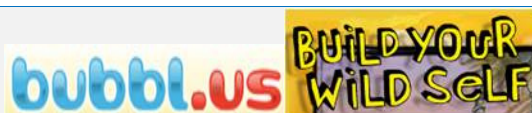
Discuss the review by Sue Crawford at <http://tiny.cc/w1iei>

Do *The Whisperer* jigsaw by Irene Lesley at <http://tiny.cc/665z4>



Read

Read *The whisperer* by Fiona McIntosh.



2. Reflect

Themes

Use *Bubbl'us* at <https://bubbl.us> to build a mind map which explores motifs and themes in *The whisperer*.

Magical creatures

Tess leads a group of magical creatures. Use *Build your wild self* at www.buildyourwildself.com to create a simple imaginary creature of your own. Write about your creature and explaining its magic qualities.



3. Respond

Magical powers: thought bubbles poster

As Griff moves through his day, he hears the most urgent thoughts on everyone's minds. Imagine that you have the power to read minds.

Create a *Word* poster which shows images of 5 different characters and their innermost thoughts. Embed the poster in your blog at <http://embedit.in>.

Extension: Create a *Vuvox* collage at www.vuvox.com which plays soundtracks of the 5 characters' emotions. Select *Creative Commons* soundtracks from *Jamendo* at www.jamendo.com.



4. Re-imagine

The whisperer is about what happens when twins are reconnected and evil is overcome.

1. **Create a picture book** in *Carnegie Library My Storymaker* at www.carnegielibrary.org/kids/storymaker which celebrates true friendship and connection. Remember to keep your story number safe, so you can print or share this story later.

OR [for secondary students]

2. **Write a fantasy adventure** for *Inkpop* at www.inkpop.com about magical beasts, as a tribute to the creatures in *The whisperer*.

This book is not good for you by P Bosch

Secret worlds



1. Read

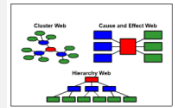
As a class, read *This book is not good for you* by Pseudonymous Bosch. This is the 3rd book in the *Secret* series. It focuses on the sense of taste. Each one focuses on a different sense. There will be 5 books.

Discuss

To orient yourselves to the series, watch and discuss videos at:

www.allenandunwin.com/secret/
<http://tinyurl.com/38r6c52>
<http://tiny.cc/ty14c>

READWRITETHINK WEBBING TOOL



2. Reflect

Mind map about time

Mindmap your response to these prompts:

- My favourite memory is...
- If I could live forever – good things/bad things about it...
- Where we think Cass's real parents are...
- If I could travel back anywhere in time, I would like to see...

Use the circle shape to make a *Cluster web* in the *ReadWriteThink Webbing tool* at

<http://tiny.cc/ye3wt>. Print out your mind map.

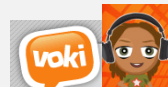


3. Respond

Blog

As a class, choose one or more of the topics below to post about on the class blog:

- My favourite memory is...
- If I could live forever – good things/bad things about it...
- Where we think Cass's real parents are...
- If I could travel back anywhere in time, I would like to see...
- What is the Secret that Cass will need to keep?
- If I could control minds, this is what I would get my slave to do...



4. Re-imagine

Avatar

For a short time, Max-Ernst feels as if Yo-Yoji is his avatar and will enact his every wish. The truth is, Yo-Yoji did not get to choose. Create an avatar for Max-Ernst that you believe reflects his personality, using *Voki* at www.voki.com.

Ebook

Using *Storybird* at <http://storybird.com>, create a picture ebook for 5 year olds, on the theme of "My favourite memory".

Toby alone by Timothee de Fombelle

Green worlds



Extension book

1. Read

Read *Toby alone* by Timothee de Fombelle. 392 pages.

View and discuss the student book trailer at www.youtube.com/watch?v=0h5U-k6izxM

Themes

Extension reading: Discuss ideas and themes raised at <http://tiny.cc/93gpo> and <http://tiny.cc/laz18>



2. Reflect

Tree as a metaphor for our world

Discuss and mindmap the way in which the environmental, political and intellectual issues in the book mirror what happens in OUR world in the pursuit of power and profit. Use the *Target* diagram at www.classtools.net.

Extension task: Go to www.ted.com, select one talk with the tag “philosophy” and discuss it.

Extension task: Research Andy Goldsworthy’s art at www.goldsworthy.cc.gla.ac.uk/browse. Look at arches and leaves. Watch YouTube videos about Goldsworthy’s projects. *What is ephemeral art? How do these images affect you?*



3. Respond

Evaluative word cloud

Create a word cloud using *Wordle* at <http://wordle.net> to show your personal understandings of 20-25 key ideas and themes in *Toby alone*. You can paste in your reflections OR Choose the Advanced option and weight each theme, to show their relative importance. Most important themes will be the biggest. Choose specific font, colour and layout to express your message clearly and persuasively. Do not use your surname, when you save and write your Comment about the themes. Example: [www.wordle.net/show/wrdl/2957221/Toby Alone](http://www.wordle.net/show/wrdl/2957221/Toby+Alone)



4. Re-imagine

Persuasive presentation

Toby alone is very persuasive about serious environmental damage, such as deforestation and global warming, caused by profit seekers. Choose a habitat that you care strongly about and create a free 30 second slide show to celebrate it, in *Animoto* at <http://animoto.com>. Use music that is stirring. Send a persuasive message about saving the habitat. Your teacher can set up a free account for 50 students from one gmail account – see *Tips*.

Alternative option: Create a persuasive *ZooBurst* 3D pop up book about themes in the book.